

TEEN LIVING

Levels: 9-10
 Units of Credit: 1.0
 CIP Code: 20.0137
 Prerequisite: None

COURSE DESCRIPTION

TEEN LIVING—(1.0 credit) This course helps students understand and cope with personal, family, and social challenges. Emphasis is placed on communication, decision-making skills, and building stable relationships with family and peers. The course enables students to implement positive coping mechanisms and promotes understanding of self. It addresses issues that impact teenagers: self-concept, family and peer relationships, substance abuse, personal loss, dating and teenage pregnancy, and child abuse. Emphasis is placed on students taking personal responsibility for life. FCCLA may be an integral part of the course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD

20.0137-01 Students will discuss and participate in activities to help them deal with teen-age transitions.

OBJECTIVES

- 20.0137-0101 Discuss how each person is unique, but alike in this developmental stage.
 National Standards 12.1, 12.2
- Identify developmental tasks that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks
 - Identify skills which lead to an understanding of self (self-concept, how to build self-concept, personality development and personal values)
- 20.0137-0102 Discuss and analyze the various emotions associated with this developmental stage.
 National Standards 12.1, 12.2
- Compare positive and negative methods of expressing emotions
 - Analyze differences between passive, assertive, and aggressive behavior
 - Identify the legal, mental, social, ethical, physical, and financial consequences of uncontrolled emotions on individuals, families, and communities
 - Review stress management skills (terminology, causes and effects, management techniques)
- 20.0137-0103 Discuss the importance of quality communication skills as they relate to relationships.
 National Standards 12.3.2, 13.3.1, 13.3.2, 13.3.3, 13.3.4
- Discuss childish and mature styles of communication and their effects
 - Review communication techniques (constructive communication, destructive communication, and nonverbal communication)
 - Apply constructive communication skills in developing positive relationships with peers, family members, and persons in authority
 - Identify consequences of inappropriate language and behavior
 - Identify how effective listening skills enhance human relationships and apply those skills in everyday situations
 - Identify and recognize personal communication styles
- 20.0137-0104 Describe and practice critical thinking skills.
- Identify the components of the critical thinking process
 - Identify situations for applying the critical thinking process

- Discuss how this process can help manage and/or prevent problems
- Discuss how attitudes can influence judgments in human relationships

- 20.0137-0105 Define the term “good judgment” and identify the skills necessary to make good judgments and identify “responsible behavior”.
National Standards 13.4.4, 13.4.3
- Explain the difference between making a decision and using good judgment
 - Examine how lack of using these skills can cause a crisis
 - Establish responsibility for personal judgements and consequences
 - Analyze common judgment situations and apply the critical thinking process by identifying activities some teenagers pursue
 - Analyze how responsible behaviors learned during the teen years transfer to adult living and enable people to be productive contributors in their homes and communities
- 20.0137-0106 Define the term “role model” and evaluate the importance of role models.
- Identify positive and negative qualities of famous individuals
 - Identify personal role models in one’s own life and evaluate his/her qualities
 - Identify personal qualities exhibited as a role model to younger persons
- 20.0137-0107 Explain and participate in activities that deal with gender.
National Standard 12.2.3
- Discuss myths about male and female roles (traditional versus nontraditional, changes/trends in gender roles, gender effects on job opportunities)
 - Analyze how myths influence both genders (how gender roles relate to social position and how roles change throughout life)
 - Evaluate how male/female roles can complement each other
 - Identify various types of gender discrimination and sexual harassment and list ways to report and/or deal with these situations

STANDARD

20.0137-02 Students will discuss the importance of families and the role the students play in their families.

OBJECTIVES

- 20.0137-0201 Discuss the student’s affect on his/her family.
National Standards 6.1.1, 6.1.6
- Examine family dynamics (functions, changes, and benefits of strong family units on individuals, the community, and society)
 - Identify ways teenagers can contribute to and improve family relationships and the home environment
 - Analyze ways teenagers can destroy family relationships and foster a negative home environment
 - Explain how a teen’s responsibility or lack of it affects others: family, demands on working parents, rights, property and privacy of others, self-respect and respect for others
- 20.0137-0202 Discuss and explore the relationships of teens and their parents/
National Standard 6.1.5
- Discuss a teenager’s struggle for independence (reasons for struggles, increased freedom brings increased responsibility, and appropriate methods for requesting increased independence)
 - Discuss how parents have the same basic needs as teens in their multiple roles
 - Identify things teens can do to contribute to or relieve parental stress
 - Explore effective methods of communicating with parents (communication styles, conflict resolution, resolving conflicts with integrity)

- 20.0137-0203 Discuss how sibling relationships affect the family.
National Standard 6.1.5
- Discuss birth order and analyze how it influences sibling relationships
 - Discuss sibling relationships (rivalry, friendship, and support)
- 20.0137-0204 Discuss the importance of the teen relationship with seniors.
- Identify significant seniors in one's own life
 - Compare similarities between senior citizens and teens
 - Describe common stereotypes of seniors and teens
 - List contributions seniors make to the family and community
 - Identify the special needs of elderly persons and propose ways in which teens and seniors can support each other and be friends

STANDARD

20.0137-03 Students will discuss the dynamics of peers and friends.

OBJECTIVES

- 20.0137-0301 Differentiate between peers and friends.
National Standard 13.2.2
- Identify personal needs for friendship
 - Discuss the importance of a strong network of social interdependence
- 20.0137-0302 Discuss friendship.
National Standard 13.1.1
- Identify types of friendships
 - Discuss positive and negative characteristics of friendships
 - Examine skills for developing and maintaining friendships
- 20.0137-0303 Explore the importance and benefits of group associations: how a group might positively or negatively influence a teenager's life, peer pressure, gang membership.
National Standard 13.1.1
- 20.0137-0304 Explore various types of refusal skills.
National Standard 13.1.5
- 20.0137-0305 Explain the difference between feeling lonely, being alone, and being rejected.
National Standard 13.1.3
- Identify circumstances or behaviors that might lead to social rejection, and how they can be turned into opportunities for friendships.
 - Examine ways to cope positively with feelings of rejection, prejudice, and/or loneliness.

STANDARD

20.0137-04 Students will discuss adolescent attractions to the opposite sex.

OBJECTIVES

- 20.0137-0401 Identify the stages of adolescent attractions and explore the ways relationships begin, develop, and grow.
National Standard 13.1.1
- 20.0137-0402 Identify the purposes and the importance of group socialization and examine why each adolescent is not ready to pair at the same time.
National Standards 13.1.1, 13.1.2
- Discuss appropriate activities for junior high dating/pairing, including advantages of group socialization rather than paired dating at an early age

- Discuss the problems of early boy/girl pairing
- List appropriate ways to end a relationship

20.0137-0403 Examine the elements of infatuation and love.

20.0137-0404 Discuss dating.

National Standard 13.1.1

- Identify desirable dating qualities
- Discuss reasons and motives for dating
- Analyze personal rights that apply to dating

20.0137-0405 Analyze the importance of social etiquette and practice appropriate techniques.
National Standard 13.2.5

20.0137-0406 Determine appropriate behaviors related to physical intimacy.

National Standard 13.2.5

- Discuss physical intimacy and the accompanying choices and consequences
- Develop assertive behavior skills as a means of protection from sexual harassment and abusive situations
- Discuss how abstinence before marriage strengthens marital bonds

20.0137-0407 Discuss why teenagers are not ready for parenthood.

National Standards 15.1.2, 15.2.4

- Identify the demands and responsibilities associated with parenting
- Discuss child abuse (terms, types, factors that cause, sources of help for parents and/or children of abuse, ways to prevent)

STANDARD

20.0137-05 Students will identify and prepare for challenging times they may face.

OBJECTIVES

20.0137-0501 Define the term challenging times and specify various types of challenges that individuals and families face: positive events, negative events, stages of loss.
National Standard 6.1.6

20.0137-0502 Specify ways individuals can handle challenging times: positive and negative methods and personal choices that accompany each challenge.
National Standard 6.1.6